Education Support Program

Quarterly Performance Report No. 6

JANUARY -MARCH
2013

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Commonly Used Acronyms

AIR	American Institutes for Research
ASW	Assistant Social Worker
AT	Assistant Teacher
AUC	American University in Cairo
AWP	Annual Work Plan
BOT	Board of Trustees
BOTAT	Board of Trustees Assessment Tool
EGRA	Early Grade Reading Assessment Tool
EGRP	Early Grade Reading Program
ERP	Education Reform Program
ESP	Education Support Program
GILO	Girls Improved Learning Outcomes
ILD	Instructional Leadership Development
LRC	Learning Resource Center
MOE	Ministry of Education
PAT	Professional Academy for Teachers
PD	Professional Development
QAU	Quality Assurance Unit
RA	Rapid Assessment
SCOPE	Standardized Classroom Observation Protocol
SIP	School Improvement Plan
SWD	Social Work Department
TOT	Training of Trainers
TPD	Teacher Professional Development
TSU	Technical Support Unit

Executive Summary

The Education Support Program (ESP) aims to support educational service delivery for Egyptian children during a very critical and unique time in Egypt's history. While Egyptian society is going through a complex transitional process towards democratization and reform, education and the quality of educational services, in general, are at the heart of these complex processes of changes. Since the beginning of the recent political revolution in Egypt that began on January 25, 2011, Egyptian schools have witnessed changes relating to two very important elements of the country's human resource support for education. The first element was a redefinition of the role that school Boards of Trustees (BOTs) play in promoting citizenship, governance, and community participation. The second element was the hiring of thousands of young Egyptians by the Ministry of Education (MOE) as new Assistant Teachers (ATs). These young teachers bring to the education system renewed hope for improvements in education quality, largely inspired by the values of the Arab spring: human rights, dignity, and justice. Both the new role of the BOTs and the infusion of these young ATs into the education system underscore the principle focus areas of ESP.

With the beginning of year 2, ESP started the implementation of newly added and modified activities. These activities included developing and implementing a remedial reading and writing program, implementing science club activities, building the capacity of BOTs to support at-risk students, building the capacity of school-based mentors, supporting the selection and training of school leaders, and supporting the certification of 50 local MOE training units. Furthermore, the modified activities include increasing target numbers for trained ATs to 100,000. Thus, the indicators and the activities were modified accordingly as well as the format of the report.

During this sixth quarter, ESP worked with the MOE's Social Work Departments (SWDs) at the central and mudderia levels to continue training of trainers (TOT) for SWD staff in all idarras. These trainers then reached out to 22,538 BOTs to-date to provide training that focused on the BOTs' roles and responsibilities in matters of school governance, community participation, resource mobilization, and the general assembly.

Additionally, ESP continued its work with local MOE training departments to prepare local trainers for the Professional Academy for Teachers (PAT) certified course "Teaching Applications in the Classroom". This course was recently recognized by PAT as the official requirement for getting the license to practice teachers in place of PAT administered exams. ESP regional offices, in collaboration with the local training units, have **trained 85,514 ATs** to-date. Certificates, signed by the PAT director, for ATs who successfully pass the training, are being awarded in each of the governorates.

On February 2013 the Audit report of USAID/Egypt for ESP was submitted to USAID Mission Director and was shared with AIR. The audit results have confirmed that as of September 2012—the end of the program's first year—ESP/AIR had met or exceeded the majority of the first year's indicator targets, The report has also confirmed that the information obtained during the audit suggests that the training was well received; in

particular, assistant teachers said these trainings were helpful. The audit also confirmed that due to the fact that ESP worked closely with the Professional Academy for Teachers (PAT) to certify more than training programs, MOE can use them to train teachers in the future. The audit recommends that USAID/Egypt improve the effectiveness of the ESP and mission operations by implementing a corrective action plan that establishes (1) indicators to measure the impact of the ESP and (2) a method for analyzing indicator results. AIR is currently planning to work in full partnership with the Professional Academy for Teachers (PAT) to plan for the implementation of the assessment of ATs training, and of BOTs training

ESP Progress to Date

Progress to Date

Indicators	Previous Quarters	Current Quarter	Project to Date	Life of Project Target
▪ Percentage and number of Idarra-Level SWDs completed ESP-developed training package endorsed by MOE	268	0	268	271
▪ Percentage and number of BOTs completed MOE-endorsed BOT training course	19,131	3,407	22,538	25000
▪ Number of students in selected schools participated in reading/writing activities.	0	*	0	20000
▪ Number of students in selected schools participated in science clubs.	0	**	0	3000
▪ Number of Mudderia and Idarra-level trainers certified by PAT to deliver specific courses.	323	58	381	520
▪ Number of newly hired teachers who completed PAT certified training course	50,621	34,893	85,514	100,000
▪ Percentage of newly hired teachers who successfully pass PAT certified training course	99%	100%	99%	80%
▪ Number of Schools/Idarra potential leaders successfully completed PAT-certified leadership training package	0	0	0	3000
▪ Number of Mentors who complete PAT certified training package.	0	599	599	10000
▪ Percentage and number of Mentors who successfully completed PAT-certified training package	0	0	0	10000
▪ Number of Idarra leadership teams successfully complete ESP-developed contingency planning training package	0	0	0	50

* 5500 students enrolled in remedial reading classes
** 1600 students enrolled in science clubs

Introduction

The USAID funded Education Support Program (ESP) builds on the institutional achievements made by the previous Education Reform Program (ERP 1) and strives to strengthen the local educational structures that support teacher professional development and community involvement in educational decision-making and quality improvement. ESP also seeks to work with the MOE to augment its capacity to develop and manage local level crisis contingency planning so that the negative impacts of future political and social disruptions to the school system and ongoing delivery of educational services can be reduced greatly.

Among the intended positive outcomes of ESP's work is a strengthened ability of the MOE to support and reinforce BOTs, which in turn will become more effective in addressing community level school needs and responding to current and future education system fragility. ESP will address the MOE's need to rapidly respond to increasing the skill level of recently hired ATs while strengthening local MOE capacities to implement and support such professional development skills training activities. Additionally, ESP will support processes that enhance the MOE's ability to respond to conflict and crisis contexts in the future. All of ESP's efforts will continue to augment women's participation in governance processes and girls' access to and ongoing participation in school.

ESP will draw on ERP's experience and expertise to enhance the Egyptian education system's capacity for good governance and data-driven decision-making from the community level to the district and central levels. The emphasis will be on addressing the needs of children in the "most impacted areas," including a focus on security and the effectiveness of BOTs to improve access, retention, and learning outcomes among these same children and communities.

This report presents the main project activities during the period from January to March 2012.

Program Objectives

> *Task 1: Work with MOE at central and field level to design and carry out the rapid assessment and to reach agreement on work priorities for training assistant teachers in most impacted geographic areas*
>
> *Sub-Task 1.1: Continue using RA data to inform the design of new training modules for teachers and project programming.*
>
> This task was achieved and reported on in previous QPRs.

Task 2.1: Work with SWDs country wide to build the capacity of at least 25,000 BOT.

> *Sub-Task 2.1.1: Train idarra level SWD trainers to train BOTs.*

During this quarter, ESP trained 34 the BOT's master trainers on school governance and advocacy, who in turn transferred the training to 244 idarra local representatives (local trainers). By the end of the training workshops, the SWD local trainers developed plans to train BOTs on these two topics. The total numbers of SWD trainers trained this quarter are illustrated in the following table:

Region	SW Master Trainers trained	SW Local Trainers trained
Alexandria	0	53
Cairo	0	17
Ismailia	0	146
Qena	34	98
Minia	0	0
Total	34	244

During this quarter, ESP encouraged more master and local trainers to submit their applications to PAT in order to be certified.

> *Sub-Task 2.1.2: Capacity building of SWD leaders and supervisors.*

During this quarter, ESP developed the training outline for SWD leaders and supervisors in a participatory manner with central level SWD and representatives of local SWD supervisors and leaders. As a follow-up step, ESP conducted a number of one-day consultative workshops at the regional level with muddeeria and idarra SWD leaders to discuss the training needs of the SWD supervisors and leaders, and set criteria for selecting who will be trained from each idarra. These workshops took place in governorates of North Upper Egypt, and Alexandria/West Delta regions.

ESP continues holding regular meetings with SWD leaders in order to follow up and reflect on the implementation of the BOT capacity building plans, and to develop new plans for the coming period. The main outcomes of the recent meetings held with SWD leaders and supervisors in North Upper Egypt region includes:

- Good understanding of the roles and responsibilities among the BOTs, and as a result some BOTs developed their own school internal by-laws.
- Some BOTs successfully mobilized resources to construct new classrooms.
- Around 80 % of the BOTs uses the BOTAT on annual basis to assess their own capacities.
- Appreciation certificates were offered to master and local trainers by MOE leaders at governorate level for their effort in training the BOTs.

Sub-Task 2.1.3: *SWDs develop and implement capacity building plans for 60% of BOTs countrywide*

During this quarter, ESP continued to provide capacity development to SWD officials to support the BOTs capacity building. The SWD local trainers successfully trained a total of **3,407 BOTs** nationwide on the modules of: school governance, and advocacy. The following table presents the number of trained BOTs per governorate:

The following table represents the number of trained BOTs per governorate:

	Governorate	Number of BOTs received MOE-endorsed training package
1	Alexandria	41
2	Behira	0
3	Matrouh	16
4	Gharbia	109
5	Kafr El Sheikh	52
6	Cairo	63
7	Qalyoubeya	0
8	Dakahlia	8
9	Fayoum	331
10	Ismailia	60
11	Damietta	227
12	North Sinai	110
13	South Sinai	0
14	Suez	0
15	Sharkia	1172
16	Port Said	0
17	Minia	82
18	EL Giza	70
19	Beni Sweif	133
20	Menofia	207

21	Asuit	249
22	Sohag	10
23	Qena	156
24	Luxor	0
25	Aswan	276
26	New Valley	12
27	Red Sea	23
Grand Total		**3,407**

During this quarter, ESP conducted an internal quick self-assessment in three selected idarras in Cairo and Minia governorates as a step to reflect on the progress made so far in working with SWDs in building the capacity of BOTs. The main question of the self-assessment was: to what extent the implementation of ESP-BOT capacity building strategy is improving BOT performance. The main findings of the quick assessment included:

- Well-trained SWD cadre of trainers in each of the three idarras.
- Enhanced skills of the SWD trainers that positively impacted their performance in general and their professional relationships at work. In other words, SWD trainers felt more appreciated for their efforts in training BOTs.
- Training of almost 80% of the targeted number of BOTs by the SWD using their own financial and human resources.
- There is an increase in the interest of BOT members to attend the training organized by SWD trainers.
- The SWD trainers face many difficulties in delivering the training to BOTs due to: lack of resources, lack of appropriate training facilities available to them, and lack of idarra management support.
- There is lack of follow up and support to the training delivered by the local trainers to BOTs.
- Some trainers need additional support in basic training skills.
- Idarras' capacity building plan should be more directed towards meeting the BOTs' actual needs.

In light of the findings of this self-assessment, ESP will revisit its strategies and approaches in building the capacities of BOTs in the coming period. In revisiting the BOT development strategy priority will be given to:

- SWD capacity in planning and delivery of BOTs' capacity building that responds to actual needs of BOTs and deploying available resources.
- Enhancing the skills of BOTs local trainers.
- Enhancing the skills of the social workers in activating and providing on-the-job technical assistance to their BOTs.

In addition, during this quarter, ESP worked on revising the BOT training guide (developed under ERP) in order to make sure that it accommodates the recent MOE financial regulations and helps the BOTs address more effectively their financial roles and responsibilities. This revision was made through interviews with key personnel from MOE Finance Department at the governorate level and central SWD. It is expected that some modifications might take place to the BOT decree and other related financial regulations in the near future. Therefore, ESP will

postpone holding orientation workshops on this training guide until the start of the new school year.

>### *Sub-Task 2.1.4: Raising awareness of key MOE officials, school staff, and key community leaders in 5 governorates on community participation and role of BOTs in school governance.*

During this quarter, ESP shared draft guidelines for dealing with community participation and the role of BOTs in school governance with local staff and partners in order to finalize the guidelines and start implementation. ESP through this sharing and dialogue period decided to address cross cutting themes in the implementation of ESP initiatives like science clubs and remedial reading program, and through the work of other components of the program as well.

>### *Sub-Task 2.1.5: Develop and implement strategy to enhance women's participation in support of the education processes in selected BOTs.*

During this quarter, ESP contracted a local consultant to conduct research and produce a report with recommendations on how to provide practical activities under this component. In addition, the consultant was asked to draft a strategy to enhance women's participation in the support of education. The report and draft strategy have been shared with a wider group of ESP local staff for discussion as well as with AIR home office staff and together the team is developing a framework and an action plans for implementation of related activities. The study revealed that most of the issues that hinder women's participation are related to some of the perceptions and assumptions of stakeholders in the education process; namely, the BOTs and the school administration. The personal challenges to women were related to culture and being marginalized and their voices not heard. Several strategies and suggested interventions included:

- Enhancing and supporting the role of female social workers in training and supporting BOTs and the school administration to open access to dialogue and decision-making to women.
- Building the capacity of BOTs to become aware of the role and responsibilities female parents play in the school.
- Capacity building of the school administration to form a relationship of cooperation and coordination with the BOTs around women's participation in the education of their children and the dialogue and decision-making at BOT level.
- Building BOTs' capacity to support increased access and opportunities for girls' education (thus, decreasing girls' drop out rates).

>### *Task 2.1.6: Building BOT capacity to support At Risk Students. (1000 BOTs)*

There is nothing to be reported on this deliverable for this quarter. AIR Home Office has been working with ESP on an initial literature review and the identification of an expert to lead the development of the strategy for building BOT capacity to support at risk students.

Task 2.2: Work with MOE to establish a sound remedial reading program for grade 4 to 8 students

Sub-Task 2.2.1: Develop remedial reading and writing program strategy and materials

During this quarter, ESP finalized the remedial reading program package for level one including Teacher's Manual, Student Notebook, Teacher Training Material, and a Teacher Observation Tool.

ESP maintained communications with central MOE staff including the newly established Reading Unit Manager and staff, the Arabic language council, and the Head of the Basic Education in MOE. ESP shared strategy and plans with MOE staff and solicited their input on material and implementation.

ESP modified the Early Grade Reading Assessment (EGRA) tool to make it more suitable for testing reading comprehension skills. The tool will be used as a pre- and post-test for measuring the effectiveness of the program. ESP also began the development of level two packages by developing the scope and sequence for the student and teacher guides.

Sub-Task 2.2.2: Select target idarras, schools, and students

During this quarter ESP held a number of meetings with mudderia, idarra and school managers to finalize orientations about the remedial reading program and the process of selecting schools and students. ESP supported local partners in administering the diagnostic test for all students in grades 4 and 5 in the selected schools. ESP discussed with schools the possibility to review the school schedule to allow for implementing the remedial reading program classes during the school day without adding an extra work load to the teachers or the students.

The diagnostic test was applied in 13 idarras, in 75 schools with 17,597 students. Test results were analyzed and students were divided according to a cut off score representing one of three levels; level one - the weakest students who scored below 56%, level two - students who scored below 80%, and level three - students who scored above 80%. ESP coordinated with local partners to select the schools where the program could be successfully implemented this year. They selected to pilot the program in 11 idarras, 48 schools and for 5,515 students.

Sub-Task 2.2.3: Training of teachers and supervisors on implementing and monitoring the remedial program

During this period, a total number of 20 trainers trained 293 teachers on how to administer the diagnostic test, and they worked together and applied the diagnostic test for 17,597 students in 75 schools. Additionally, ESP trained 71 supervisors (Senior Teacher for Arabic in schools and school managers) on how to observe remedial program teachers and provide feedback using a specifically designed observation form. Also, ESP trained the selected teachers and supervisors on how to administer EGRA+ tool as a pre and post assessment tool.

Region	# of teachers trained on administering diagnostic test	Training on Remedial program for:			EGRA+ numerators
		TOT	Teacher Training	Supervisor Training	
Upper Egypt	67	4	44	18	6
East delta- Ismailia	54	4	44	30	7
Cairo	60	4	43	11	7
Northern upper Egypt	38	4	45	4	7
Alex. & West Delta	74	4	26	8	5
Total # trained	**293**	**20**	**202**	**71**	**33**

Sub-Task 2.2.4: Pilot and monitor remedial reading and writing program.

ESP supported local governorates in piloting the remedial reading program for level one students. Teachers and supervisors who were trained on administering and scoring the diagnostic test formed panels to score the tests. ESP entered and analyzed test results data. After administering and scoring the diagnostic test, ESP held discussions with mudderia leaders to select the schools where the program should be piloted. Criteria for selection included i) having adequate number of teachers; and, ii) willingness and commitment of the school administration to redesign the school timetable to allow for implementation within the regular school day hours. The program is currently being implemented in 6 governorates, 13 idarras, and 48 schools for a total of 5,515 students.

The reading unit manager, the head of basic education and USAID representatives visited 7 of the remedial reading program classes in 2 schools in Qena. The representatives recommended disseminating the idea of implementing the program within the regular school day.

The following table shows EGRA test sample

Gov.	# of Idarras	# of schools	Sample for 4th Grade students		Sample for 5th Grade students		Total # of the sample students
			Treatment	Control	Treatment	Control	
Qena	2	6	54	44	39	48	185
Ismailia	2	9	57	52	63	66	238
Cairo	3	7	35	46	53	51	185
Minia	2	7	48	33	61	60	202
Alex.	1	3	38	26	9	12	85
Gharbeya	1	6	38	49	20	28	135
Total	**11**	**38**	**270**	**250**	**245**	**265**	**1,030**

ESP supported local partners to administer EGRA+ pretest with 1,030 students: 515 students as a treatment group and 515 students as a control group. EGRA+ results are currently being entered by ESP.

AIR home office psychometricians performed a detailed item-analysis of the diagnostic test using data from approximately 500 students from different schools and governorates. The item analysis computed the individual student data to provide a value for item difficulty and item discrimination. Twelve out of 75 items were flagged for low discrimination indices. The diagnostic test is currently being revised by Arabic educators to remove or modify the few items that were not discriminating students effectively.

### *Task2.3: Support Idarra to promote school-based Science Clubs*

Sub-Task 2.3.1: Working with MOE and other partners to design and prepare for the implementation of science clubs.

During this quarter, ESP selected eight governorates (Alexandria, Kafr El Sheikh, Dakahlia, Fayoum, Suez, Sharkia, Giza, and Qena) to establish science club activities based on the following criteria: supportive and positive attitude of mudderia leaders, an active and supportive mudderia level BOT, and existence of potential Idarras. As a result, ESP held orientation workshops for the leaders and BOTs at mudderia level to discuss the science clubs initiative and came up with criteria and a process for selecting the idarras similar to those applied in selecting the governorates. ESP was keen to involve all the concerned players at various levels from the beginning to ensure their sense of ownership of the initiative.

Furthermore, a committee was formed and made up of representatives from ESP, MOE, and idarra BOTs to select the schools based on agreed upon criteria. The selection process included review of school applications and conduction of field visits. A total number of 70 schools were selected in 10 idarras for the establishment of science clubs.

Following graph shows the type of selected schools:

Science Clubs - School Stages
March 2013

	Basic	Prep	Primary
Series1	9%	66%	26%
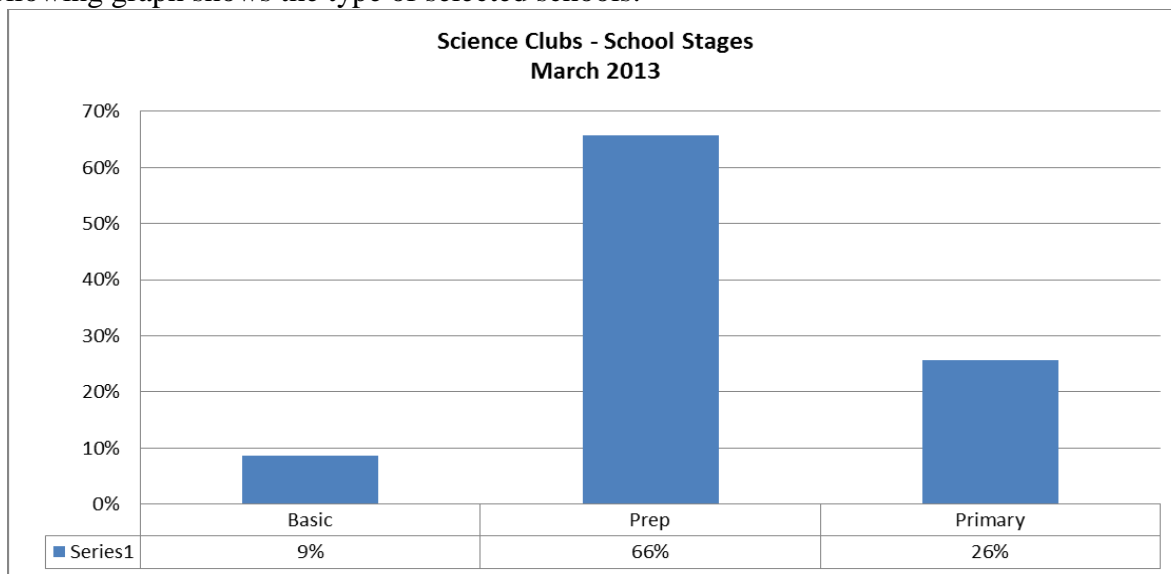
There was a very positive reaction and great enthusiasm from the mudderia leaders and BOTs towards the science clubs initiative. For example, in Giza governorate, the mudderia level BOT promised to provide financial support to the idarras where the science clubs are to be established. In Agouza, the head of the idarra-level BOT offered to coordinate cooperation with the research center for the science clubs in order to make use of its facilities. And, in Alexandria, the Wasat idarra manager and head of the idarra BOT organized a one-day workshop for school managers and heads of BOTs of the selected schools to: a) identify the roles of BOTs and school management in support of science clubs, and b) develop action plans for the establishment of these clubs and raising the awareness of these activities among parents and students. Similar workshops took place in Sharkia governorate with BOTs of the selected schools.

> ### _Sub-Task 2.3.2:_ _Participating teachers and students in the science clubs received training on scientific inquiry._

During this quarter, ESP worked with MOE leaders, supervisors, and idarra level BOTs to agree upon the selection criteria and process for teachers who will be leading the work of the science clubs. In collaboration with school administration and BOTs, ESP and idarra level representatives conducted interviews and meetings with teachers who expressed their willingness to work with science clubs and select teachers based on the agreed upon criteria. Two to three teachers were selected for each science club. 64 % of the selected teachers are science and math teachers, while the rest are from various specializations. This diversity among the teachers emphasized the focus of these science clubs is on scientific inquiry skills that could be applied in all branches of the sciences.

During this quarter, ESP worked with IT Blocks (Intel's training agent) to design and deliver a 5-day training workshop for **174** selected teachers with the (70) science clubs in the (8) governorates on:
- Basic concepts related to science inquiry
- Science clubs concept and framework
- Steps of scientific research
- Facilitation of science clubs' sessions according to Intel's teacher guide book
- Requirements for participating in science fairs and competitions

In Qena, collective meetings for Qeft and Qous idarras were held to discuss progress to date regarding both initiatives of reading and writing, and science club activities. These collective meetings in each idarra included schools' BOT, idarra BOT, and key MOE leader in each idarra. The main goal was to obtain BOTs' support to both initiatives. ESP ensures that representatives from BOTs and idarra-level leaders participate in trainings to guarantee that teachers and communities are committing to the support of these science clubs.

Sub-Task2.3.3: Building BOTs capacity to support the implementation of the science clubs.

During this quarter, ESP conducted orientation workshops for BOTs at the various levels as part of the mudderia and idarra support teams or, in some cases, individually at the school level. BOTs at mudderia, idarra and school levels are involved in all the steps of selecting the schools, teachers, opening of science clubs, and recruiting of students.

Sub-Task 2.3.4: Piloting science clubs in 70 schools

During this quarter, the school management and BOTs announced the opening of science clubs in 70 schools and encouraged students to apply if interested. More than **1,600 students** currently are enrolled in the science clubs. The majority of the science clubs have begun implementation of activities according to the teacher's guide.

To enable the teachers to facilitate each session effectively, ESP provided material and simple equipment needed for these sessions to each of the 70 science clubs. The procurement process was facilitated by the ESP finance department at the central and local level. A memo of commitment was signed with each school to ensure the purposeful use of these materials and equipment for science club activities only. In addition, two copies of the teacher's guide were left with each science club.

Program Objective 3: ESP support for assistant teachers' professional development

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Task 3: Work with PAT and other relevant MOE partners to train 100,000 newly hired Assistant Teachers
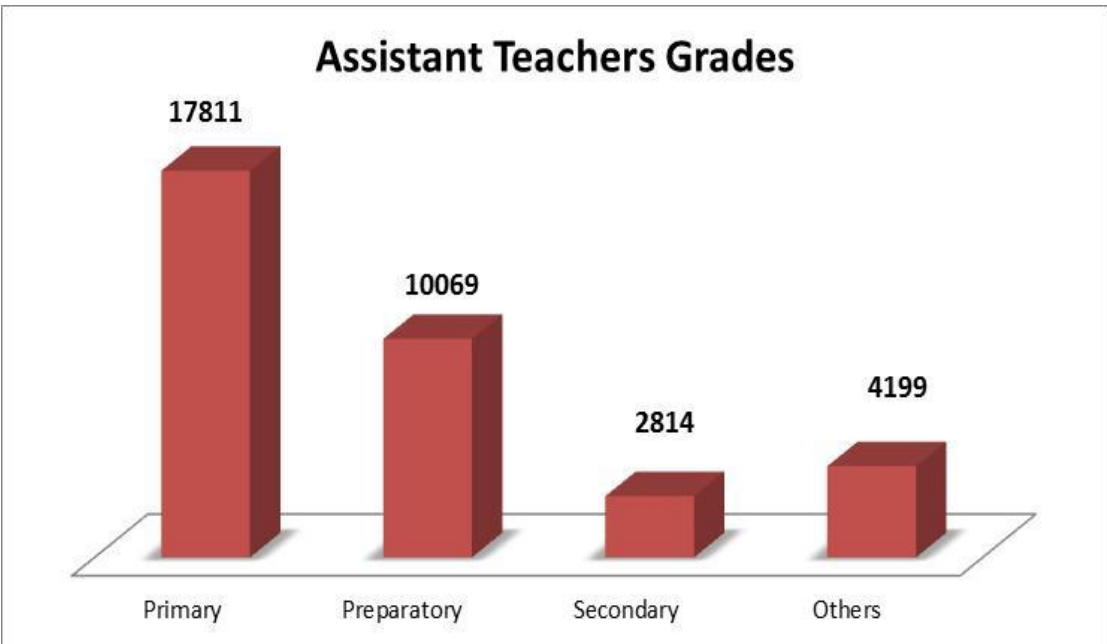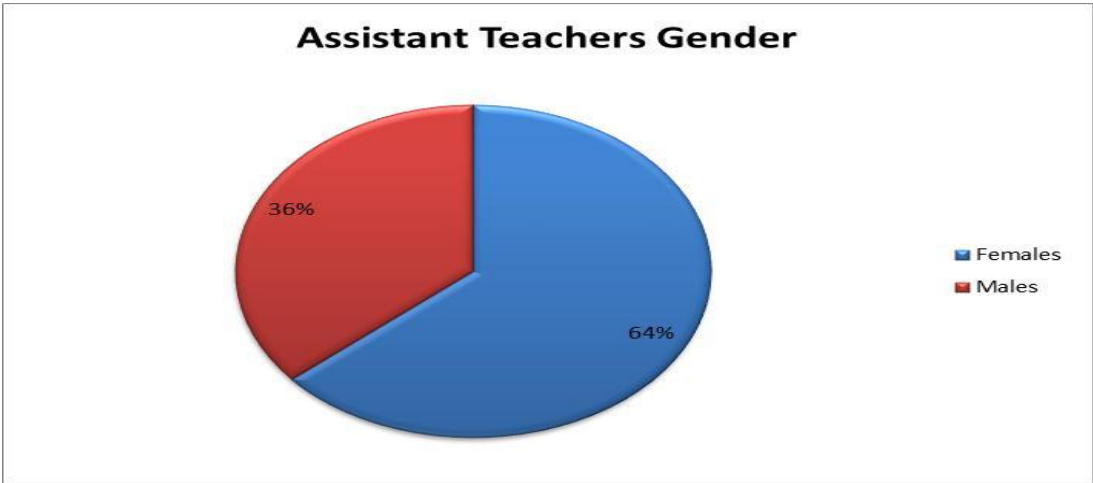
Sub-Task 3.1: Training ATs using PAT-Certified course. (100,000 ATs)

During this quarter, ESP trained 34,893 ATs throughout Egypt: 22,509 females and 12,384 males. Trained ATs are mainly primary teachers (17,811 ATs), but also representing different grades. In all governorates, trainings were preceded by planning and coordination meetings. The ATs were mainly from five main subject areas: Arabic, English, mathematics, science, and social studies in addition to a minority of activity teachers, social workers and classroom teachers.

The reason for the increased number of trained ATs during this quarter is the memo that PAT issued which states that the core induction program is a major requirement for applying to get the Certificate of Qualification to Practice Teaching. While this has increased the demand for this program, it created some disruptions; in some governorates, e.g. Giza and Minia, Assistant Teachers wanted to attend the trainings while their names weren't included on the lists. In other governorates, such as El Behira, the undersecretary asked to include more ATs

in the trainings, whose names and numbers weren't part of the plans originally developed with the mudderia training department.

In order to enable our partners to better manage such challenges in the future, ESP TPD and ILD components are working with PAT and local training units to develop demand-driven training plans for the fiscal year July 2013- June 2014. PAT has accepted that the local training units to submit their plans to the Ministry of Finance (MOF). PAT will also certify these units as TPD providers; it will provide them with certified training programs and trainers as needed.

Assistant Teachers Gender

36%

64%

- Females
- Males

Assistant Teachers Grades

17811

10069

2814

4199

Primary Preparatory Secondary Others

	Governorate	Total number of Newly Hired ATs	Females	Males	Primary	Preparatory	Secondary	Other
					header: # of newly hired assistant teachers received PAT-certificate training package			

	Governorate	Total number of Newly Hired ATs	Females	Males	Stage - Primary	Stage - Preparatory	Stage - Secondary	Other
Alexandria Region								
1	Alexandria	520	253	267	269	205	21	25
2	Behira	2855	1981	874	1644	829	42	340
3	Matrouh	397	191	206	192	64	5	136
4	Gharbeya	886	684	202	491	242	28	125
5	Kafr El Sheikh	2547	1738	809	1197	812	135	403
	Total	7205	4847	2358	3793	2152	231	1029
Ismailia Region								
1	Sharkia	1256	1066	190	581	238	47	390
2	Damietta	300	243	57	82	51	18	149
3	Port Said	82	72	10	4	9	0	69
4	Suez	375	309	66	160	145	47	23
5	Ismailia	618	159	459	237	187	30	164
		2631	1849	782	1064	630	142	795
Cairo Region								
1	Cairo	0	0	0	0	0	0	0
2	Qalyoubeya	1203	988	215	670	254	279	0
3	Dakahlia	371	261	110	138	175	29	29
4	Fayoum	3709	2454	1255	2302	1021	386	0
		5283	3703	1580	3110	1450	694	29
Minia Region								
1	Minia	5560	3215	2345	3288	1403	521	348
2	EL Giza	1917	1208	709	604	856	308	149
3	Menofia	1096	815	281	527	404	165	0
4	Beni Sweif	2578	1618	960	1224	676	387	291
	Total	11151	6856	4295	5643	3339	1381	788
Qena Region								
	Assiut	2841	1791	1050	1291	803	161	586
	Aswan	1450	998	452	629	426	70	325
	New valley	442	207	235	161	217	30	34
	Qena	1639	996	643	900	417	56	266
	Red sea	165	114	51	66	46	16	37
	Sohag	2086	1148	938	1154	589	33	310
	Total	8623	5254	3369	4201	2498	366	1558
	Grand Total	34893	22509	12384	17811	10069	2814	4199

*high technical school and kindergarten

Sub-Task 3.2: *Work with PAT to certify MOE trainers for specific courses*

During this quarter, ESP has worked with PAT and local training units and prepared 58 trainers to be certified by PAT. These trainers have been certified by PAT to train ATs, assistant kindergarten teachers, and assistant social workers.

Sub-Task 3.3: *Work with PAT to identify and develop additional assistant teacher training courses/modules*

During this quarter, ESP helped PAT develop certification for three of the four additional modules that were developed during the previous quarter, namely: 1) Using maps to teach social studies; 2) Using science labs; and 3) Teaching Arabic grammar. Meanwhile, the ESP team has worked with the MOE PAT-certified master trainers and reviewed the 2-day module on teaching English as a foreign language. Furthermore, ESP is currently developing a 2-day module for teaching mathematics. Besides these additional training modules, ESP has started developing additional core induction training courses for Assistant School Psychology Specialists and Assistant Educational Technology Specialists. These two 5-day induction courses will be based on training materials developed by ERP and tailored to meet PAT standards and requirements for certified training courses and programs. These induction programs are required for the induction of assistant school psychology and technology specialists who form a part of newly-hired school and teaching staff.

Sub-Task 3.4: *Establish PAT's National Professional Development Resources Center (PDRC)*

During this quarter, ESP has worked with PAT and developed plan for the establishment of the PDRC as per the Memorandum of Understanding. According to this plan, the infrastructure for electrical and technology networks were established. An IT consultant was hired and is currently working with PAT IT engineer on the procurement, installation and operation of both hardware and software needed for the effective operation of the PDRC. It is worth noting that PAT has been ensuring meeting the standards of GAEB (General Authority for Educational Buildings) as regards the technical engineering fixtures in the PDRC. Furthermore, ESP continued to facilitate the transfer of expertise and materials such as the use of Virtual Learning Environments (VLE) and courses such as the Early Grade Reading Program (EGRP), some of which have been borrowed from the GILO and TILO projects.

Sub-Task 3.5: *Establishing quality professional development standards*

During this quarter and in light of the literature review on professional development standards conducted by two AIR home office research colleagues, the ESP team has been working with PAT to draft a request for proposal for identifying a local consultant to conduct research within Egypt on this. AIR home office staff and an Egyptian consultant/s chosen by ESP will work with PAT to form a study team to conduct the study. The study will focus on two main areas: how professional development is planned, implemented, and evaluated; and, the quality of professional development from the point of view of beneficiaries.

Sub-Task 3.6: *Supporting the Certification of Local Training Units*

During this quarter, ESP supported PAT to conduct workshops for finalizing "The Standards of Training Providers." The workshops included brief presentations on the roles and responsibilities of the training units. The final product was reviewed and made to use by the local training units for certification from PAT. ESP supported PAT to conduct workshops for presenting "The Standards of Training Providers Manual" to training units managers from 27 governorates. The workshop included a brief presentation on the roles and responsibilities of the training units and how individuals can be certified as training providers by PAT.

ESP also continued to provide technical support to professional development teams. ESP Cairo office continued supporting ten teachers' professional development teams in four governorates (Cairo – Qalyoubeya – Fayoum – Dakahlia). The ESP Cairo team held a two day training on effective management training for two leadership teams for East Fayoum and Yousef El Sedek idarras. The ESP Cairo team assisted the two idarras to start the process of effective planning for teachers' professional development by orienting them on:
- ➢ Understanding roles & responsibilities of the TPD team
- ➢ Understanding the training system and effective management training skills
- ➢ Developing a coordination mechanism between all idarras for empowering a professional development system
- ➢ Following up on planned training activities.

ESP teams in all regions held periodic meetings every month with TPD teams for discussing teachers' needs, the training delivered, as well as the results of their school follow up accomplished during the last period such as, reforming teams, designing tools for needs assessment of the target, and identifying the resources and needs of the teams in addition to the team plan for the next months.

During this quarter, ESP continued providing technical support to training units through meetings and field visits. These meetings and field visits focused on how to prepare the training

units to align with PAT certification standards and procedures. In Giza, mudderia training units allocated three rooms to use as training rooms. Giza's mudderia will provide LE17000 pounds from its own budget for maintenance and LE50000 for furniture for this space. In Menofia, Al Bagor idarra allocated a room to use as training unit room and will present LE17000 from its own budget for maintenance and furniture. Minia and Beni Sweif chose training unit spaces and are in the process of beginning maintenance and purchasing furniture for their spaces. Also, ESP Alexandria region team provided technical support to Al Behira Learning Recourse Center and helped it to apply for certification to PAT in January 2013.

**Sub Task 4: Work with MOE on strengthening its leadership capacity at idarra level in contingency planning, data driven decision making, and creating decentralized sustainable TPD models**

**Sub Task 4.1: Train 50 selected idarra leadership teams on contingency planning**

During this quarter, AIR home office staff and a local Egyptian consultant conducted a Contingency Planning Workshop in January at PAT. The objective of the workshop was to introduce some basic concepts related to disaster risk reduction to 27 trainers from all governorates, ESP technical staff, and three participants from PAT. The initial focus of the workshop was on "preparedness and mitigation." The main objectives were to expose participants to the fundamental principles of disaster risk reduction and response; support participants to feel comfortable and confident in the content area with the expectation that they would be facilitating contingency planning training for local crises management teams in the future. The workshop started off with setting the context by defining disasters; deconstructing the elements of disasters (e.g. who is affected, why and how); identifying leadership structures and the role leaders must play in preparing for and managing disasters; and lastly, what kind of information is critical for decision-making during crises and emergencies. The workshop also focused on managing crises and additional system elements such as policies, standards, protocols, demographic considerations, and finances and how these all affect both preparedness and response.

ESP regions supported Contingency Planning Trainers in developing response structure for crisis and crisis portfolio as training assignments. ESP assisted 50 mudderia/idarras leaders in identifying the crisis management teams/committees according to a ministry memo about the structure, roles & responsibilities of crisis management teams at mudderia and idarra levels. Furthermore, ESP is coordinating with governorate leaders to restructure the formation of the crisis and contingency planning teams to match the ministry requirements.

Sub Task 4.2: *Training and support to school leaders*

During this quarter, ESP developed "leadership skills for school principals program" and presented this to PAT. The program was certified by PAT and PAT started to use it to train 26,000 school principals across Egypt. This is the first time that PAT started a training program nationwide. The program covers:

- Effective schools
- Education quality
- Educational leadership and management
- Educational leadership tasks
- Change management
- Important administrative laws for school principals
- Professional development plan for school principals.

During this quarter, ESP supported PAT to enhance the quality of school leadership program training. ESP trained ten master trainers, two from each region. In cooperation with PAT and ESP the ten master trainers facilitated a TOT for 147 trainers to be deployed nationwide. ESP worked with PAT in the selection process of the trainers and the delivery the TOT. PAT is using the trainers to train all school principals around Egypt. The numbers of trainers trained are provided below:

Region	# of ILD Master Trainers Trained
Cairo	28
Ismailia	29
Qena	32
Minia	29
Alexandria	29
Total	147

During this quarter, ESP teams supported mudderia and idarra training units and primary grade head teachers in the five regions to develop action plans to train 3,300 primary school principals in five Governorates (Qalyoubeya, Bani Sweif, Ismalia, Demietta and Assiut). The primary school principals' training will be delivered during next quarter.

Sub-Task 4.3: *Building the capacity of school based mentors. (10,000)*

Following the last quarter effort to prepare the "Coaching and Mentoring" course, ESP has continued working with PAT, its branches, and local training units in using the PAT-certified course. During this quarter, a TOT was conducted for 28 trainers for the course. In turn, the 28 trainers have trained 599 mentors throughout Egypt.

Program Objective 5: Establish a participatory monitoring and evaluation system

Task 5: Establishing and operationalizing a monitoring and evaluation system

Sub-Task 5.1:Data collection tools are operational to report on all ESP activities

During this quarter, the new monitoring and evaluation system included the use of new data collection tools and took into consideration new indicators (such as those used to collect the data for much of this report).

Sub-Task 5.2: Database for recording and generating reports on activities.

All participants and activities' data are recorded in the ESP database. During this quarter, the ESP database was modified and updated to fulfill program needs and to facilitate more effective data analysis.

Sub-Task 5.3 : Prepare and submit quarterly and annual reports on ESP

Quarterly and annual performance reports are routinely submitted on time.

Program Objective 6: An effective and appropriate communication strategy developed and applied

Task 6: Develop and implement program communication strategy

Sub-Task 6.1: Develop ESP Communication Strategy.

During this quarter, ESP selected a professional communication firm to produce communication materials for ESP.

Sub-Task 6.1: Document and track success stories in BOT and TPD components.

ESP staff is documenting the success stories of all ESP activities which are embedded in the body of our reports. That said, ESP hired a professional consulting organization with strength in communications in order to support ESP's desire to produce quality professional success stories that can be published and disseminated more widely.